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| **A4L Strategy** | **Description** | **Notes** |
| **Stick-it!** | * Teacher asks a question * Students, individually or in pairs, write answers on sticky notes * Teacher reviews answers and gives feedback   **Suggestions:**   * Use one color (for anonymity) * Have students put names on back * Various graphic organizers on the board can work with this. |  |
| **Cubes** | * Six sides of a cube correspond to six topics * Students, in groups, roll the dice and discuss the topic * Teacher eavesdrops and provides feedback   **Notes:**   * They don’t have to be topics to discuss; they can be terms to define or illustrate, or… |  |
| **Bow-tie** | * On chart paper, two students draw a bow tie * The partners use their side for their assigned task * They confer on answers * They work together on the middle |  |
| **Sorts** | * Teacher divides a concept into categories * Students, alone, in pairs, or in groups, sort images or facts into the categories * Teacher observes/ eavesdrops and provides feedback   **Also:**   * Sorts can be agree/disagree, true/false, sequencing events, etc. |  |
| **Whiteboards** | * There are SO many uses for these: short answer, true/false, illustrating terms, explaining vocabulary, writing sentences, etc. * The key is the feedback: common errors and general misunderstandings to correct, right answers and exemplary responses to guide students’ path. |  |
| **Carousel/Gallery Walk** | * Place chart paper around the room labeled with different questions or topics * Students, alone, in pairs, or in groups, are assigned a different color marker from others * Leader of group gathers consensus on the group’s “answer” or contribution   **Note:**   * This is good for peer-to-peer feedback as well as teacher-to-group feedback |  |
| **Communication Devices** | * Thumbs up / Thumbs down * Fist-to-five * Colored cups/cards   **Drawbacks:**   * their lack of specificity * their public-ness, thus… * honest answers? (see previous slide) |  |
| **Stick bar graphs** | “If we had time to discuss just one homework question, what would it be?”  **Note:**   * This helps the teacher know WHAT specifically students are struggling with. |  |
| **Critique feedback** |  |  |
| **Traffic lights** |  |  |
| **Critique Circles** |  |  |
| **Four more** |  |  |
| **Exit cards** |  |  |
| **Plus / Delta** |  |  |
| **Quick write/draw** |  |  |
| **Top 10 List** |  |  |
| **3-2-1** |  |  |
| **You’ve got mail** |  |  |
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